

8th Grade Health Education –Advocacy

National Health Standard

8 Students will demonstrate the ability to advocate for personal, family and community health.

Performance Indicators

- 8.8.1 State a health enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive choices.
- 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

Transfer goals: Students will be able to independently use their learning to... self-advocate for change in areas of their dimensions of wellness.

Knowledge: Students will know...

- How to access accurate and reliable information (.com, .gov, .org, .edu)
- What self-advocacy is.
- What type of evidence is necessary to advocate for change.
- The barriers to advocating for change.
- Use evidence to determine areas of change desired in their dimensions of wellness.
- Why and how to identify a target audience.
- Self-advocacy is done in private, public, and is an individual and collaborative effort.
- Advocacy is based on a belief that there is a change someone wants to make within a dimension of their wellness (Academics, Bullying, Gender Identity, School Safety, Technology, Dress Code, Relationships, and School Lunches).

Understandings: Students will understand that...

When empowered they possess the courage, voice and ability to make changes for self and others.

Performance Task: Students choose a relevant topic and use valid and reliable resources to create a presentation (infographic, cartoon, letter, flipgrid, script and google presentation etc.) self-advocating for change.

Skill: Students will be able to...

- Show evidence of a clear health enhancing position.
- Show awareness of audience.
- Demonstrate passion and conviction.
- Define self-advocacy.
- Determine if information is accurate and reliable.
- Determine the target audience and message of advocacy campaigns (Truth commercials, ASPCA, Got Milk).
- Develop a plan for change.
- Advocate for change in one dimension of their wellness.

Essential questions: Students will keep considering...

- What is my role in advocating for change for my community or myself?
- How can I influence others to support me in advocating for change?